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Erick B Hofacker* (Erick.B.Hofacker@uwrf.edu), 214 C North Hall, River Falls, WI 54022. *A Follow-Up Investigation on the Effects of a Refocused College Algebra Course.*

The paper will discuss results of a follow up study that was conducted on approximately 300 students enrolled in a College Algebra course at a four-year university. Two cohorts of students were represented within the study, a control and a treatment group. The control group was taught college algebra from a traditional perspective using a traditional curriculum. The treatment group was taught college algebra from a refocused approach that heavily emphasizes modeling and contextual based problem solving.

Quantitative data was collected on common exam questions administered to both cohorts. Results within each cohort are compared between cohorts, as well as against results of a similar study conducted by the researcher a year prior. Qualitative data was gathered through interviews involving students from each cohort. Using the Lesh Translational Model as a framework, students are asked to exhibit flexibility when working with relationships expressed via multiple representations. Qualitative data is also collected through open-ended questionnaires given to both cohorts at the beginning and end of the course. Responses are compared within and between cohorts to show potential trends that may have been fostered in students taking their cohorts' version of College Algebra. (Received September 20, 2007)